DOCUMENT RESUME

ED 155 774 CS 502 164

TITLE	Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through March 1978 (Vol. 38 Nos. 7 through 9).
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE	78
NOTE	15p.; Some parts of the document may be marginally legible
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Black Dialects; Blacks; Children; *Communication (Thought Transfer); Communication Skills; *Credibility; *Doctoral Theses; Elementary School Teachers; *Interpersonal Relationship; Persuasive Discourse; Racial Factors; Radio; Sex Differences; *Speech Communication
IDENTIFIERS	Audience Response; *Communication Research; Drug Addicts; Dyadic Communication; Intercultural Communication; Political Campaigns; Proxemics

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: the relationship of speech communication variables to perceived communication competence; interpersonal communication in a simulation game of intercultural contact; the effects of a communicator's race and dialect on receiver evaluation of source credibility; the effects of certain personality characteristics on communication intent and behavior; the effects of physical distances in dyadic communication; a social theory of communication; images communicated in the 1968 Humphrey-Nixon presidential campaign; control patterns in children's communication; speaker expectation of audience response; communication concerns of preservice and inservice elementary school teachers; rhetoric and language in speech acts of urban black drug addicts; vocal and stylistic characteristics of selected radio commercials; uncertainty in interpersonal relationships; the effect of sex, sex-role identification, and time on persuasibility and message recall; and the relationship between receivers' level of involvement with a message topic and their processing of the information in the message. (GW)

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Speech Communication and Communication Processes:

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SPEECH COMMUNICATION CORRELATES OF PERCEIVED COMMUNICATION COMPETENCE

BACKLUND, Philip Matthew, Ph.D.
University of Denver, 1977

This study was undertaken to investigate the relationship of critical speech communication variables to perceived communication competence. Specifically, the study examined variables associated with information acquisition and generation in individuals. Willingness to communicate, open mindedness, social insight, nonverbal sensitivity, and descriptive language patterns were identified as the critical variables. The dependent variable was communication competence, measured through peer-perceived and expert-perceived ratings of subjects. The specific purpose of the study was to determine whether the variables selected were the best predictors of perceived communication competence.

Four self report, one filmed instrument, and two structured interviews were administered to 82 subjects at married student housing at the University of Denver. Step-wise multiple linear regression was used to analyze the data.

Social insight and open mindedness were found to be the best predictors of perceived communication competence as rated by peers. Approximately 7.9% of the variance in the communication competence scores was accounted for by these two variables. Social insight was found to be the best predictor of perceived communication competence as rated by experts. Approximately 5.2% of the variance in the communication competence scores was accounted for by this variable.

This research indicated that social insight and open mindedness were moderately associated with the perception of communication competence in individuals. A further conclusion suggested that there exists a low correlation between peer perceived and expert perceived ratings of communication competence.

Suggestions for further research included the refinement of instruments designed to assess communication competence, a closer examination of social insight and open mindedness as variables associated with competence, and an examination of the relationship of other selected speech communication variables to communication competence. The complex nature of communication competence and of the variables that act as antecedents to that competence suggest the continuing need for clarification of these concepts particularly in light of the need for educational strategies that stress the development of functional communication competence.

In summary, individuals who scored high on social insight and open mindedness were seen by others as being more communicatively competent. Order No. 77-28,035. 129 pages.

Four Perceptions hypotheses were developed from past research in intercultural communication and from George Kelly's Personal Construct Theory. The four hypotheses were called, respectively, the Hypothesis of Cognitive Differences (that there will be within-culture similarities and between-culture differences in perceptions by members of different cultures); the Dichotomy Hypothesis (that a set of contrasting characteristics can be developed which persons from cultures will use consistently and in opposite ways to describe their own and the other culture); the Ethnocentrism Hypothesis (that persons who experience different cultures will express preferences for their own culture); the Culture Shock Hypothesis (that persons who experience different cultures, one of which is perceived as their home culture, will reject the culture that is not their own).

In addition, a path model was created to explain the relationships among eight other variables relating to Reactions to an intercultural encounter: Similarity, Liking, Information, Understanding, Interaction, Success, Satisfaction, and Eagerness to interact in the future.

The intercultural simulation game BaFa' BaFa' was used to test the two sets of questions for research. A total of 50 subjects participated in a set of pilot studies, while 263 more completed the game and the research questionnaires in the two main studies.

In Study 1 (Perceptions) three scales were created to measure the variables, and acceptable reliability figures were achieved for items which loaded appropriately on a factor analysis. Those scales were tested in a multivariate analysis of variance. The first three hypotheses proved significant beyond the .0001 level; the fourth hypothesis was not supported.

In Study 2 (Reactions) eight scales were created to measure the variables. Scale construction indicated both sufficient face validity and acceptable levels of reliability. The path model for the reactions variables was generally supported. Regression procedures confirmed all but one of the predicted path relationships.

In addition to the hypothesis confirmations and the path model, which were seen as steps toward theory building, the study was judged to have made two other contributions to the study of interpersonal communication in intercultural settings. The simulation game proved to be an efficient experimental methodology for testing hypotheses in a laboratory (as opposed to a field) setting. Also, the Perceptions and Reaction Scales were believed worthy of further development, since they are brief and reliable, and since they require both participants in an intercultural encounter to describe their mutual perceptions of their home culture and the other person.

INTERPERSONAL PERCEPTIONS AND OUTCOMES OF COMMUNICATION IN A SIMULATION GAME OF INTERCULTURAL CONTACT Order No. 7800684

BADAMI, Mary Kenny, Ph.D. Northwestern University, 1977. 131pp. Major Professor: Charles R. Berger

Intercultural communication was defined as the interaction of persons from different backgrounds and value systems: "Intercultural" was thereby conceptualized as a variable of participants or of setting--that is, as a context for communication--rather than as a separate phase or level of communication. From that theoretical perspective it was decided to investigate interpersonal communication in an intercultural setting using constructs generated in prior research in attribution theory and person perception.

AN EXPERIMENTAL STUDY OF THE EFFECTS OF PREJUDICE, RACE OF THE COMMUNICATOR, AND MESSAGE CONGRUENCE UPON RATINGS OF ATTRACTION, SOURCE CREDIBILITY, AND ATTITUDE TOWARD THE MESSAGE TOPIC

CONWAY, James Robert, Ph.D. University of Southern California, 1977. Chairman: Professor David T. Burhans, Jr.

The purpose of this study was to assess the effects of prejudice in a persuasive communication setting. Two theories of prejudice, Rokeach's belief theory, and Triandis' race theory, were advanced. In order to test the predictions of these theories in a persuasive communication setting, three independent variables (race of the communicator [black or Caucasian], prejudice level of the subjects [high or low], message congruence [belief congruent/incongruent]) were measured as to their effect upon three dependent variables (attraction, source credibility, and positive attitude toward the message topic).

Three sets of hypotheses were presented, including two hypotheses based upon Rokeach's belief theory of prejudice, two hypotheses based upon Triandis' race theory of prejudice, and three hypotheses based upon a combined theoretical approach embracing both theories. The hypotheses were stated in the following way: H1a–While they will not differ in their reactions to a belief congruent message, subjects high in prejudice (against blacks) will exhibit lower ratings of attraction, source credibility, and positive attitude toward the message topic in response to a belief incongruent message than will subjects low in prejudice (against blacks). H1b–Belief congruent message conditions will result in higher ratings of attraction, source credibility, and positive attitude toward the message topic than will belief incongruent message conditions. H2a–While they will not differ in their reactions to Caucasian communicators, subjects high in prejudice (against blacks) will exhibit lower ratings of attraction, source credibility, and positive attitude toward the message topic in response to black communicators than will subjects low in prejudice (against blacks). H2b–Black communicators will receive lower ratings of attraction, source credibility, and positive attitude toward the message topic than Caucasian communicators. Hypothesis 3a involves a complex three-way interaction prediction. H3a–Subjects low in prejudice will respond with slightly lower ratings of attraction, source credibility, and positive attitude toward the message topic to a belief incongruent message than they will to a belief congruent message regardless of the race of the communicator; subjects high in prejudice will exhibit markedly lower ratings on the three dependent variables in response to a Caucasian communicator of a belief incongruent message or a black communicator of a belief congruent message, than to a Caucasian communicator of a belief congruent message, and will exhibit the lowest ratings for a belief incongruent message from a black communicator. Hypotheses 3b and 3c make the same main effects predictions as do hypotheses 1b and 2b.

The study employed a 2x2x2 completely crossed factorial posttest only design. Hypotheses are tested by means of a 2x2x2 fixed-effects analysis of variance. Following observation of a significant F, Omega squared was computed to determine the proportion of the dependent variance accounted for by the independent variables. Furthermore, Scheffé's multiple comparison test was employed to determine the loci of differences among compound comparisons.

The results obtained in the present study provided limited support for Rokeach's belief theory of prejudice and also provided limited support for the additive theoretical approach. Implications of the results obtained in the study for communication involved in persuasion attempts in interracial settings are presented along with suggestions for future research.

AN INVESTIGATION OF THE INFLUENCE OF SOURCE REFERENT META-IDENTITY UPON RECEIVER EVALUATION OF SOURCE CREDIBILITY Order No. 7800918

DRUM, Starla Janelle, Ph.D. University of Washington, 1977. 225pp. Chairperson: Professor Gary D'Angelo

This study investigated source credibility as a relational variable which is influenced by the face to face, source-receiver transaction. The purpose of this study was to determine the influence of the receiver's perception of his source referent meta-identity (SRMI) on the receiver's evaluation of three dimensions of posttransaction source credibility.

An important aspect of this study was the development of the Meta-Identity Inventory (MII), the instrument employed to measure the receiver's perception of his SRMI. Items for the MII were generated by a presample of the main investigation test population. A preliminary questionnaire was constructed from these items. The results of the preliminary questionnaire were then factor analyzed and five factors were identified. Each factor as well as all five factors combined were used as predictors of receiver evaluation of posttransaction source Character, Competence, and Dynamism.

A posttransaction credibility instrument was also developed for the investigation. Again, items were generated by a presample of the main investigation test population. Semantic differential scales were formulated from the subject generated items and combined with marker variables to form the preliminary questionnaire. The results of the preliminary questionnaire were factor analyzed and a revised instrument was constructed. Results from the revised instrument were also factor analyzed and a final form of the instrument was developed consisting of three factors: Character; Competence; and Dynamism.

The experimental design for the main investigation consisted of a modified version of the Solomon Four. All of the subjects participating in the main investigation received the same pretransaction information regarding the confederate source. Half of the subjects in each of the negative and positive SRMI treatment groups were pretested on source Character, Competence, and Dynamism. The other half of the subjects completed foil questionnaires.

After completing the pretest or foil questionnaire subjects received either the negative or positive SRMI treatment which consisted of a manuscript speech delivered by a confederate source. The content of the speech was the same for both treatments with the exception of the verbal and nonverbal cues inserted to elicit either a negative or positive SRMI. Following the SRMI treatment, all subjects completed the MII and were posttested on source Character, Competence, and Dynamism. There were four treatment groups in all, two positive and two negative. Results from the two positive and two negative groups were pooled for data analysis. Data were analyzed for a total of 108 subjects.

The data analyses indicate that only the Character dimension of posttransaction credibility is significantly influenced by the receiver's perception of his SRMI. The ANOVA computed to test the main effects of the positive and negative SRMI treatments on receiver evaluation of posttransaction source Character, Competence, and Dynamism indicated a significant effect for only the Character dimension. Also, the t tests computed for the change scores from the positive and negative treatments indicated that the negative SRMI treatment had a greater effect on receiver evaluation of posttransaction credibility than the positive SRMI treatment for the Character dimension only.

The correlation coefficients computed for receiver perception of each factor of SRMI with receiver evaluation of posttransaction Character, Competence, and Dynamism indicate high correlations of each factor of SRMI with only source Character. Similarly, the stepwise multiple regression analysis computed to determine the relative influence of each of the SRMI factors in predicting receiver evaluations of source Character, Competence, and Dynamism indicated that the five factors of SRMI, both individually and in combination, are only significant predictors of receiver evaluation of source Character.

AN EXPERIMENTAL STUDY OF THE EFFECTS OF CERTAIN PERSONALITY CHARACTERISTICS ON COMMUNICATION INTENT AND BEHAVIOR

FISHER, Jack L., II, Ph.D.
The Louisiana State University and
Agricultural and Mechanical College, 1977

Supervisor: Professor J.D. Ragsdale

The purpose of this study was to investigate the effects of certain individual difference variables--communication apprehension, self-esteem, and Machiavellianism--on communication intent and behavior in terms of Fishbein and Ajzen's model of behavioral intent. In order to assess these relationships both before and after an influence attempt, a specific behavioral situation was created in which undergraduate speech students were given the opportunity to attend or not to attend a "speech workshop" in which participants were required to deliver a brief speech to the group.

The manipulation was an oral persuasive message urging subjects to sign up for the workshop. Subjects then made a written commitment to attend or not to attend the workshop. Actual attendance at the workshop was also noted.

Findings indicated that the Fishbein and Ajzen model could predict this kind of single act communication behavior. It was also found that although communication apprehension was a significant predictor of this behavior within this population, self-esteem and Machiavellianism were not.

Order No. 77-28,671, 90 pages.

THE EFFECTS OF PHYSICAL DISTANCES ON VERBAL AND NONVERBAL BEHAVIOR IN DYADIC COMMUNICATION
Order No. 7732862

GARNER, Patrick Howard, Ph.D. The University of Oklahoma, 1977. 161pp. Major Professor: H. Wyland Cummings

In explicating the many interrelations among communication behaviors, the scholar should be concerned with discovering a means of schematizing his conception of communication. Such a schema should both aid in his visualization of variables and in his research efforts per se. The worldview offered by General Systems Theory provides such a schema. Seen within a systems frame, human communication can be envisioned as a composite of the effects of several interacting subsystems. These subsystems are the lexical, proxemic, kinesic, haptic, vocalic, and chronemic. While delineating the components of the above subsystems, the scholar must also be concerned with specifying the nature of the relationships among these components and the behaviors that bespeak them. The study here involved was concerned with specifying the nature of the relationships between certain components of the proxemic-lexical and proxemic-vocalic subsystems. The means whereby these relations were gauged was in an experiment in which the proxemic subsystem was manipulated to produce stress in the vocalic and lexical subsystems of subjects. It was felt that if the systems notion held, induced stress from one subsystem should be manifested as behavioral change in the others. The extent and direction of that change would be indicative of the subsystems relations.

Specifically, each of eight experimental dyads (eight other dyads constituted a control group) was made to converse a total of twelve minutes across all of the following conditions in the specified order in one setting: baseline, two foot, one foot, chairs touching, one foot, two foot. The effects of this distance change were examined for twenty-four lexical and five vocalic variables. The vocalic variables were amount of vocalization, amount of simultaneous speech, number of words per second, average length of vocalization, and number of filled pauses. None of these variables showed significant change due to the experimental manipulation. Of the lexical categories drawn from the computerized content analysis systems SLCA II, three showed changes in the expected direction. Total connectors (verbs) and positive connectors displayed a direct relation to the proxemic subsystem. Afferent subject words (nouns capable of being sensed) and limiters (adjectives and adverbs capable of being sensed) showed an inverse relation to the proxemic subsystem.

The study conducted helped to demonstrate the viability of the systems framework as applied to human communication. Seen within this frame the proxemic-lexical subsystems showed an unexpectedly close relationship displayed as cubic trends. The failure of other variables in the study to manifest results suggests that the stress inducing stimulus was inadequate to evoke the changes expected. It is suggested that a longer stress induction and a low ambiguity experimental setting be used in future research of this type.

"THE COMMUNICATION CULTURE", A SOCIAL THEORY OF COMMUNICATION

GELB, Phillip Stanley, Ed.D.
Columbia University Teachers College, 1977

Sponsor: Professor Louis Forsdale

This study tries to answer "how does human communication work?" and "why has there been so little comprehensive (non-specialized) interest in common everyday communication for 2,500 years?" The study hypothesizes that the first question has not been answered because the second question has not been faced, and that once common communication is faced in a scientific, comprehensive way--the supposedly difficult question "how does communication work?" will be answered. The study describes "a scientific, comprehensive way" as its methodology: participating-observations, and ethnomethodological structural analysis to consensus, of several million "pieces of primary empirical data" over two decades. This work was done by the investigator-teacher and several thousand of his students at Bronx Community College and New York University from 1956–1976.

The investigator first demonstrates how "what is most common and comprehensive in human communication" has been systematically censored for some 2,500 years by "four dismissal forms": 1) disdain, 2) superficial-generalities, 3) token-concessions, and 4) specialization or fragmentation. Using Thomas Kuhn's concept of "the paradigm," the writer delineates seven postulates as underlying all concepts and studies of communication. These are the assumptions of "the basic sufficiency" in: 1) separations, 2) specialties/skills, 3) individuality, 4) precision, 5) language, 6) cognition, and 7) non-identicality or uniqueness. The problem lies here.

The investigator suggests a new paradigm built on "the basic sufficiency" of: 1) comprehensive descriptions, 2) communication as a processual whole, 3) assumption of "a comprehensive system," 4) "comprehensiveness" as our 99+% commonalities, 5) the common defining the uncommon, 6) the systematic search for the most similar and regular in the 99+% common, 7) establishing the most recurring uses, components and properties, and 8) viewing all uses, forms and properties on a continuum. Applying these eight postulates with the methodology previously described--and following "a common-uses approach" set by Malinowski sixty years ago--the investigator and his 2,000-plus associate (student) researchers drew the following scientifically lawful conclusions from several million "pieces of primary (consensually common) data" analyzed over a twenty-year period.

LAW I: 99+% Of all communication (transfers of meaning) will be used for immediate function, re-creation and communion.

LAW II: Human communication occurs when two or more sound-word, tone-emphasis, sign-symbol, sensation-behavior, image-design components are combined into transferable units-of-meaning as a pattern and/or flow.

LAW III: 99+% Of these transfers-of-meaning will be predictable, appropriate, certain, efficient, and rapid (or PACER).

LAW IV: 99+% Of communication will be learned and utilized as primarily pre-conscious, informal, and cogn<u>AFFEC</u>-Tive (or PIA).

Dozens of concepts were documented and analyzed from many disciplines and sciences to show that common communication could be organized only by (Law IV) PIA-generalizations. The term "Irreducible Basic CON(solidator-plus)-SEP-(arators)" or IBC's was devised to designate these culturally learned and shared organizing-generalizations.

LAW V: Those units-of-meaning that are selected and organized by a communication-culture's limited number of Con-Seps (IBC's) will be perceived as PACER 99+% of the time.

LAW VI: Those possible units-of-meaning that are selected and structured primarily by alternatives (Alts) to the Comcult's IBC's will be perceived -1% of the time, if at all.

The extensive empirical research revealed, and the study lists, forty-two culturally learned and shared IBC's as organizing 99+% of our communication. The study's most stringent criterion for verifying its six laws and forty-two lawful-principles (IBC's) was called "Durkheim's Law": any violations or violators will be "punished" by invariably instant correction, ridicule, isolation, anger, stigma, etc. In short, the laws and IBC's exist because their sanctions exist. The study concludes with a model of the complete "communication culture" and a chapter on "The Implications and Applications of The Comcult Theory for Communication Education."

Order No. 77-27,884, 701 pages.

AN EXAMINATION OF A CONCEPT OF IMAGE IN PRESIDENTIAL CAMPAIGNING: THE HUMPHREY-NIXON CAMPAIGN OF 1968

KEELE, Gary Dallas, Ph.D. University of Southern California, 1977. Chairman: Professor Walter R. Fisher

The purpose of this study was to assess the contribution of communication to the outcome of a presidential election. Explanations of voting behavior generally ignore candidate communication as an important variable or consider it less important than such factors as finance, organization, and unity.

Employing the concepts of image developed primarily by Kenneth Boulding and Dan Nimmo, this study posits that citizens cast their ballots for the candidate whom they perceive as having a view of pressing issues and the future direction of the nation which corresponds most closely with that they hold. A political image encompasses the knowledge, beliefs, attitudes, and perceptions held by voters and those projected by the candidates.

The image model was applied to the presidential election of 1968. The study involved two methodological procedures. First, in order to determine the images held by voters in the 1968 campaign, major public opinion polling results from mid-1967 to early 1969 were examined and synthesized. Second, to determine the image projected by Humphrey and Nixon, a vocabulary of motives, a concept developed by C. Wright Mills, was constructed for each candidate using approaches developed by Robert L. Ivie, Kenneth Burke, Richard M. Weaver, and Walter R. Fisher. All major statements of Humphrey and Nixon, including speeches, interviews, radio and television broadcasts, position papers, and press releases, were examined to construct the vocabulary of motives.

Humphrey and Nixon communicated substantially different images in three areas. Concerning economic affairs, Humphrey strongly urged an expansion of federal programs to assure continued prosperity. Nixon stressed fiscal responsibility and a reduction in federal government spending. To Humphrey, problems of crime and disorder resulted from social inequalities. He advocated the solution of these social problems as the means of reducing crime and disorder. Nixon viewed crime and disorder as a matter of individual responsibility; he called for a renewed respect for law and order. Humphrey saw race relations as requiring a continued and expanded role for the federal government in providing programs to assure full equality. Nixon viewed race relations as a matter of individual concern and saw the role of federal government to be one only of preventing overt cases of discrimination. In each of these areas of concern, Humphrey represented an expansion of the federal government to solve social problems, while Nixon represented a contraction of federal activity and an increased reliance on the individual. In each of these three areas, Nixon's image corresponded more closely with that held by voters.

Little difference was found in the communicated images of Humphrey and Nixon concerning Vietnam and other areas of foreign policy. However, Humphrey was tied closely in voters' minds to Lyndon Johnson and his policies in Vietnam. Humphrey's September 30, 1968 address was crucial in Humphrey's attempts to disassociate himself from Johnson, but at most it reduced Vietnam's importance to voters as a means of choosing between the candidates.

The model used in this study indicated that Nixon should have won by a larger margin than he received. However, the candidacy of George C. Wallace and the popularity of Ed Muskie relative to Spiro Agnew were factors which reduced Nixon's winning margin. That voters cast ballots based on a comparison of images was confirmed as a potentially viable approach in the assessment of political campaign communication.

It was recommended that other presidential elections should be examined from an image perspective to further validate the model.

RELATIONAL CONTROL PATTERNS IN CHILDREN'S COMMUNICATION

Order No. 7800322

SMITH, Patricia Anderson, Ph.D. Washington State University, 1977. 65pp. Chairman: Theodore S. Hopf

This study researched patterns of dominance or control in children's communication with a peer. The subjects were five sets of dyads of children ranging from four to seven years of age. Three of the dyads contained children of the same sex while two dyads contained children of both sexes. The children were unobtrusively audio-taped at play in their homes using Sony Cassette-Corder TC-110A recorders. The tapes were transcribed and the Rogers and Farace system applied. The Rogers and Farace system analyzes relational communication in dyads. Relational communication defines the position of each member of a dyad in terms of his dominance in the relationship. This position of dominance is defined in terms of movement toward gaining control of an interaction, movement toward yielding control, or movement toward neutralizing control of the interaction.

The use of messages moving toward, or demanding, control by the children was compared with findings by Rogers and others. They found that adults prefer neutralizing messages as their predominant message type. The present study found that children employ messages demanding control 58% of the time in their interactions with their peers. Thus children prefer control-demanding messages while adults prefer neutralizing messages.

The study also found that children do not employ predictable sequential message patterns in their communication. Instead they distribute their sequential message interactions in a random manner. Suggestions for further study were stated.

A STUDY OF SPEAKER EXPECTATION FOR AUDIENCE RESPONSE Order No. 7731986

SMITTER, Roger Dale, Ph.D. The Ohio State University, 1977. 148pp. Adviser: Professor Jack Douglas

While recognized in communication literature, speaker expectation for audience response had not been empirically examined. Using audience analysis literature, Mead's symbolic interactionism, and cybernetic models, three propositions relevant to the expectation construct were developed. (1) Examination of communication phenomena should account for those variables which affect the interaction of communicators within an environment. (2) Feedback from receivers provides information by which sources assess the effects of messages and develop expectations for future responses. (3) Communicators create expectations for response in selecting symbols and thus operate within a process which is goal-governed and purposeful.

Empirical studies of audience feedback provided four additional propositions. (1) Expectations for audience response are significant in the pre-speech cognitive activities of public speakers. (2) Observed audience response affects speakers' expectations for future responses. (3) Communicator expectations for audience response affect speakers' interpretations of observed audience response. (4) Communicator expectation for receiver response has not been operationalized at a level appropriate to capturing the logic of (a) the feedback-feedforward process and (b) choice and intention in communication.

Five hypotheses were proposed: H_1 Correlations between measures of a speaker's self-evaluation of speaking performance and expectations for future audience response will exhibit a greater rise in magnitude relative to correlations of expectations with other feedback sources as the speaker gains speaking experience. H_2 Measures of a speaker's self evaluation will be more highly correlated with the observed feedback of audience members who serve an evaluative function than those who do not serve an evaluative function. H_3 Over a series of speeches, a speaker will attach increasing importance to himself relative to other variables in the speaking situation as a factor affecting audience response. H_4 A speaker's experience in public speaking will be negatively correlated with the discrepancy between his pre-speech expectations for and post-speech perceptions of audience response. H_5 A speaker's experience in public speaking will be positively correlated with rankings of self as a factor affecting audience response.

Scales were developed to tap speakers' expectations for and perceptions of audience response. Students in an introductory public speaking course presented four speeches, completing the expectation and feedback scales and ranking six variables as to importance in affecting audience response prior to and following each speech. Also, students described their expectations for response in an essay prior to each speech.

Full support was found for H_3 only. For H_1, measures of self feedback correlated with expectations for instructor response but not classmate response. Results for H_2 were opposite predictions. Analysis of H_3 revealed "topic" and "delivery" were ranked as most important in affecting audience response prior to and following each speech, respectively. Although not statistically significant, results for H_4 demonstrated a trend across speeches in line with predictions.

The essays revealed that as speaking experience was gained, students' statements of expectations (1) became less abstract and more highly differentiated and (2) made greater use of self-evaluations of speaking performance.

Two conclusions in accord with Meadian and cybernetic theory were offered. First, speaker expectation for audience response demonstrated an increase in complexity as speakers gained experience in receiving audience feedback. Speakers apparently recognized the audience as their generalized other. Second, with increased speaking experience, speech topic emerged to fulfill a role similar to that which Mead assigns to the significant symbol construct: the topic arouses in the speaker a response similar to that which the speaker believes it will arouse in his audience. The topic thus serves as a tool for establishing expectations.

THE COGNITIVE COMPLEXITY OF INDIVIDUALS' PERSON PERCEPTION AND ITS RELATIONSHIP TO LANGUAGE BEHAVIOR Order No. 7731987

SOKUVITZ, Sydel, Ph.D. The Ohio State University, 1977. 106pp. Adviser: Professor Donald J. Cegala

Purpose

The purpose of this research was to discover whether certain individual differences in cognitive structure are accompanied by differing styles or patterns of verbal communication as it occurs in spontaneous speech. In brief, this study asked the question: Is the relative complexity-simplicity with which an individual structures and interprets his environment related to his use of language? This notion was explored by assessing the relationships between the construct of cognitive complexity with regard to person perception and three selected language characteristics: semantic diversity and syntactic complexity in spontaneous speech and syntactic perception ability on a controlled anagram task. It was hypothesized that significantly positive correlations would exist between cognitive complexity and each of the three language variables.

Procedures

The initial sample consisted of one hundred forty-four females enrolled in two undergraduate courses in the Department of Communication, The Ohio State University. Because previous research suggests that cognitive complexity is a sex-related variable, the sample was limited to females only to avoid possible confounding.

The first phase of the study consisted of a preliminary assessment of cognitive complexity. Subjects were asked to describe in writing, each of two individuals who appeared on a videotape. These descriptive essays were analyzed for the presence of interpersonal constructs. Cognitive complexity was operationally defined as the total number of interpersonal constructs which appeared in these essays.

On the basis of cognitive complexity scores, twenty-four subjects were chosen to participate in the second phase of the study. These subjects (twelve high complexity and twelve low complexity) were selected from the extreme top and bottom of the cognitive complexity score distribution.

Samples of subjects' spontaneous speech were collected in the context of a dyadic interchange. Vocabulary diversity was assessed by computing the mean segmental type-token ratio for each subject's sample of language behavior. Syntactic complexity was measured by determining the proportion of total statement types spoken by each subject which took the form of a complex sentence. Syntactic perception ability scores were computed on the basis of the number of grammatical and meaningful complex sentences constructed by subjects on a controlled anagram task.

Results

The Pearson Product correlation procedure was used to analyze the data. Hypothesis one, which stated that a significantly positive correlation would exist between cognitive complexity scores and semantic diversity was not supported. Hypothesis two, which stated that a significantly positive correlation would exist between cognitive complexity scores and syntactic complexity was supported. Hypothesis three, which stated that a significantly positive correlation would exist between cognitive complexity scores and syntactic perception ability was not supported.

Conclusions

The results of the study provide little support for two of the hypotheses although support was found for a relationship between cognitive complexity and syntactic complexity. A discussion of tentative explanations and methodological considerations suggest that future research into the variables investigated in this study may broaden an understanding of the relationship between cognitive activities and human communication.

AN EMPIRICAL INVESTIGATION OF THE COMMUNICATION CONCERNS OF PRESERVICE AND INSERVICE ELEMENTARY SCHOOL TEACHERS AND AN IDENTIFICATION OF COMPETENCIES

STATON, Ann Quinn, Ph.D.
The University of Texas at Austin, 1977

Supervisor: Ronald E. Bassett

Given current demands for accountability in education, and the growing acceptance of competency-based education, it becomes necessary to identify competencies which teachers should be expected to acquire as a result of training. In addition, competency-based programs need to be personalized in order to provide instruction that is relevant to learners. With the emphasis accorded communication skills for teachers, it is important to identify communication competencies.

The concerns model of teaching provided the framework for an examination of communication concerns and subsequent formulation of competencies in the study. According to the model, teacher concerns may be conceptualized along a continuum from concern with self, to concern with task, to concern with impact. Since communication concerns fall within the domain of teaching concerns, it is reasonable to expect that communication concerns would distribute themselves in a similar fashion.

The purposes of the study were to: (1) identify the communication concerns of prospective, student, and inservice elementary teachers, (2) derive communication competencies from the concerns, and (3) investigate differences among the communication concerns of the groups.

To identify the communication concerns of prospective, student, and inservice elementary school teachers, an open ended questionnaire was administered to individuals from the three groups. To investigate group differences, concern statements were coded and categorized according to self, task, or impact. A list of unique communication concerns was compiled, and the major concerns were translated into competency statements.

Results of the study indicated that the three groups differed significantly in their communication concerns: (a) prospective teachers expressed more self-concerns than student or inservice teachers, (b) student teachers expressed more task concerns than prospective or inservice teachers, and (c) inservice teachers expressed more impact concerns than prospective or student teachers.

The results were interpreted with respect to the percentage of concerns expressed in each category, the groups of persons about whom Ss expressed concerns, and trends in the content of the concerns. The communication competencies derived from the concern statements were discussed with regard to their implications for classroom application. Finally, the results of the hypotheses were discussed with respect to previous empirical findings and theory, and suggestions for future research were offered. Order No. 77-29,103, 156 pages.

RHETORIC AND LANGUAGE IN SPEECH ACTS OF BLACK DRUG ADDICTS IN HARLEM Order No. 7801895

VAN BUREN, Bettye Jeane, Ph.D. University of Pittsburgh, 1977. 168pp. Director: Professor Robert P. Newman

The purpose of this dissertation is to describe the speech acts of urban black addicts with emphasis on their rhetorical styles. The bulk of the work is devoted to describing the interrelated features and elements of the rhetorical environment. The present study also provides an interpretation of the Burkeian philosophy of rhetorical criticism.

The dissertation is divided into five chapters and an appendix. The first chapter begins with an introduction to the study: the origin of, purpose of, significance of and analytical approach to the study. The second chapter examines the Burkeian method of rhetorical criticism. The third chapter explains the persuasive language style of the addicts. The main thrust of this dissertation, Chapter IV, emphasizes rhetorical features of the speech acts of black drug addicts. As a result of critical moments in the life of an addict, he must employ various types of persuasive acts to survive and to justify his own existence. In analyzing the dialogues, speeches or conversations I have concentrated on the elements of the environment as they relate to the rhetoric of drug addicts. In them the life of the addict is seen in its most illuminating form.

The features of the rhetorical acts are tested against selected Burkeian methods of rhetorical criticism. Chapter VI presents a summary of the identifying strategies addicts employ to induce listeners to accept their philosophy about illicit drugs. Chapter VII states some conclusions that were derived from the study. The Appendix has a collection of speeches with statements about them.

A COMPARATIVE ANALYSIS OF SELECTED VOCAL AND STYLISTIC CHARACTERISTICS OF SELECTED RADIO COMMERCIALS JUDGED OUTSTANDING AND COMMERCIALS NOT JUDGED OUTSTANDING Order No. 7731044

WALTERS, Joseph Curtis, Ph.D. The Florida State University, 1977. 151pp. Major Professor: Theodore Clevenger, Jr.

Author argues that content and delivery are important in establishing favorable audience reaction for radio commercials. If those elements of style and vocal characteristics that characterize outstanding radio commercials can be identified, then the broadcaster will be able to include those elements of style and vocal characteristics that enhance a commercial and avoid those elements that are not characteristic of good commercials. The relative importance of style and vocal characteristics was investigated in order to answer the following question: What is the relationship of the elements of style and vocal characteristics in their joint contribution to the listener's perception of outstanding commercial messages? Author hypothesized that there would be no stochastic difference between commercials judged outstanding and those not judged outstanding with respect to average scores on selected measures of selected style and vocal elements.

The six stylistic indices used in this investigation were: (1) modifier load quotient, (2) adjective-verb quotient, (3) Fang ELF, (4) Flesch Human Interest, (5) Flesch Reading Ease, and (6) Gillie's Abstraction Index. The six vocal characteristics investigated were: (1) Pitch, (2) Pitch-Variation, (3) Intensity, (4) Intensity-Variation, (5) Rate-of-Utterance, and (6) Rate-Variation.

Thirty radio commercials were analyzed; nine award-winning commercials were randomly selected from the 1971-72 CLIO winners, and twenty-one non-winning commercials were randomly selected from those aired in the Waco, Texas market during 1971-72. All thirty commercials were of the same structure, i.e., talk and talk with background music. For vocal rating purposes the commercials were randomly assigned to three groups of ten commercials each (3 award-winning and 7 non-winning commercials per group). The three groups of raters were students from beginning Oral Communication classes at Baylor University (N=72 for each group). The stylistic elements were analyzed by ten trained coders. Each coder judged six commercials and each commercial was coded by two different coders.

Mann-Whitney U analyses of the data resulted in significant differences between award-winning and non-winning commercials on five of the stylistic indices. There was no significant difference between award-winning and non-winning commercials on the Flesch Reading Ease scores or any of the vocal characteristics used in this study.

The results of this research indicates the following elements of style are attributable to award-winning commercials: (1) The copywriter should create an active style with more verbs and fewer adjectives, i.e., less abstract. (2) The copy should contain more personal words and personal sentences. (3) The writer should strive for shorter sentences and shorter words. (4) The writing needs specificity through the use of verbs rather than adjectives.

The results also indicates the following elements of the vocal characteristics may be attributable to award-winning commercials: (1) Low comfortable pitch level with full resonance which is congruent with intended meaning of copy. (2) Rate-of-utterance must be adequate--not too fast, not too slow. (3) Adequate intensity. (4) Adequate vocal flexibility.

Although there was no significant vocal difference on the vocal characteristics, post analyses did yield some underlying vocal differences. Author suggests measurement of vocal characteristics may have been crude for intended purpose. The need for better measurement of delivery aspect of commercials is clearly indicated. Author also provides a table of reliability coefficients of vocal ratings by various numbers of raters for the vocal characteristics used in this study.

SOCIAL SITUATION, UNCERTAINTY, COMMUNICATION AND INTERPERSONAL ATTRACTION Order No. 7800763

WEBER, Marylin Daly, Ph.D. Northwestern University, 1977. 214pp.

The purpose of this study was to investigate the extent to which perceptual complexity in construing the social situation would enable an individual to become cognizant of the perspective of another person encountered in the same situation and to reduce the level of uncertainty felt about that person. The rationale for the present study was derived from four of the axioms in the Berger and Calabrese (1975) uncertainty theory: 1) similarities between persons will reduce uncertainty, 2) increases in uncertainty levels will cause increase in information seeking, 3) decreases in uncertainty will produce increases in interpersonal attraction, and 4) decreases in uncertainty will produce increases in communication intimacy.

Results indicated that while perceptual complexity was not correlated with cognizance of another person's perspective on the environment, increased complexity in construing the social environment was significantly related to reduced uncertainty. Moreover, perceived and actual similarities in attitudes toward the environment were associated with increased cognizance and decreased levels of uncertainty. Perceived similarity in attitudes toward the environment was related to increased liking, but actual attitudinal similarity was not related to liking. No support was found for the hypotheses suggesting that increased uncertainty would be associated with increased information need or that decreased cognizance would be associated with increased information need. Decreased uncertainty was significantly associated with increased conversational variety and intimacy and with increased interpersonal attraction.

The results of this study indicated generally that uncertainty theory provides a useful model for explaining the development of interpersonal relationships among a group of respondents who had known each other for varying lengths of time and who associated with each other on a regular basis.

SEX, SEX-ROLE IDENTIFICATION AND TIME AS VARIABLES IN ATTITUDE CHANGE AND RECALL OF A PERSUASIVE MESSAGE Order No. 7730147

WISE, Mary Beth, Ph.D. Purdue University, 1977. 259pp. Major Professor: Ralph Webb

Literature in communication suggests that females are more easily persuaded than males and that males retain/comprehend more of a persuasive message than females. While some authors have questioned whether such differences are based on gender or on a complex socialization process, few studies have actually explored the matter. Those which have have envisioned masculinity and femininity to be mutually exclusive poles on a single continuum. This study explored the effect of sex, sex-role identification and time on persuasibility and message recall. Attitude was assessed by use of a 20-item Likert-type scale, created by the researcher, on the topic of conation of vital organs after death, identified as a neutral topic through pretest. While retention/comprehension of messages has typically been assessed by use of multiple choice tests, a free recall task was used for this study. Language samples resulting from free recall were analyzed. Differences were hypothesized to exist in six characteristics of language recalled: verbal skill, emotionality, factual orientation, behavioral patterning, verbal patterning, and organizational ability.

244 Subjects were separated into three sex-role identification categories by use of the Bem Sex-Role Inventory (BSRI) which produces a single sex-role identification score for each subject based upon self ratings on 20 adjectives representing masculine characteristics and 20 representing feminine characteristics. In addition to the BSRI, all subjects responded to a pretest of attitude. One week later, 106 subjects heard a stimulus message and completed attitude and recall measures. Two weeks thereafter, treatment subjects again completed the free recall measure and both treatment and control subjects completed a delayed post-test attitude measure.

A 2 (sex: male, female) x 3 (sex-role identification: masculine, feminine, androgynous) x 3 (time: pretest, immediate post-test, delayed post-test) analysis of variance was com-

puted for attitude change scores. Also, because a factor analysis of the items composing the attitude measure revealed the existence of three factors ("social value," "personal value," and "personal action"), a 2x3x3 ANOVA was conducted for each of the three factors.

Results showed time to be a significant predictor in attitude change (first in a positive, then in a negative direction) for the total and first two factor scores ("social value" and "personal value"). In factor three ("personal action") the interaction of time and sex-role identification was significant, with feminine subjects (male and female) more inclined to agree with taking action. Because of disparity in pretest scores, data were resubmitted to a 2x3x2 analysis of covariance with the pretest held constant as the covariate. New results for the total and three factors showed a significant attitude change toward the topic between immediate and delayed post-test scores.

Recalled language samples were submitted to: 20 separate 2 (sex) x 3 (sex-role identification) chi square analyses for immediate recall; 20 2 x 3 analyses for delayed recall; and 20 chi square comparisons of subjects who had been categorized as high positive, high negative, and low attitude change. The only significant recall difference was in the greater quantity of total immediate free recall in comparison to the total delayed recall. Post hoc analysis of language recall revealed subjects added significantly more male references than female references as they "recalled" what they thought they heard in the primarily neutral/feminine worded stimulus message.

With regard to sex differences, this study is consistent with recent findings that maleness and femaleness are not predictive of attitude change. The significance of sex-role identification, however, lends credence to the conclusion that at least in part, attitude change is a response to cultural and sociological influences.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN COGNITIVE SWITCHING BEHAVIOR AND RECEIVER'S LEVEL OF INVOLVEMENT Order No. 7732010

WRIGHT, John Wesley II Ph.D. The Ohio State University 1977. 122pp. Adviser: Professor Thomas A. McCain

Social scientists have researched the two areas of human information processing and the behavioral implications of attitudes from a wide variety of perspectives, but few inquiries have focussed on the relationship between them. The ultimate goal of the present study was to contribute to our understanding of the methods utilized by individuals to receive mass communicated messages. The more immediate purpose, however, was to examine the relationship between the receiver's level of involvement with the message topic, and his/her processing of the information contained in the mass communicated message.

Based on the single channel theory, research by Carter (1973) and McCain and Ross (1976, 1977) supported the notion that upon experiencing temporal or spatial overloads, all information processing is briefly interrupted as the individual switches into one of four information processing functions: to agree, to disagree, to think, or to question. McCain and Ross (1976, 1977) referred to the utilization of these information processing functions subsequent to information overload as cognitive switching. The present hypothesis tested whether a relationship exists between the amount (duration) and type (function) of cognitive switching, and the receiver's level of involvement with the message topic.

A pretest for involvement (Wheeless and Weidman, 1974) was administered on 17 topics appearing on a television network evening newscast, and the raw data was factor analyzed. Subjects were trained to monitor their cognitive switching while viewing the newscasts by depressing sender unit buttons on an audience response machine (ARM). The data was collected as the messages were received. The ARM isolated each subjects responses, and a computer program summed and standardized cognitive switching duration scores for each topic. Pearson Product Moment Correlations compared the individuals involvement factor scores with five cognitive switching scores: (1) switching in the agreement function; (2) the disagreement function; (3) the think function; (4) the question function; (5) and total switching. Correlation scores for each function were converted to standard (z) scores and averaged across topics.

The test of the hypothesis revealed a significant positive relationship between involvement and switching duration in the disagreement mode. Though non-significant, positive correlation coefficients for the agreement function and total switching were high. No relationship was found in the think and question functions. The results strongly suggest that involvement with the topic may be a key variable in understanding mass communication message reception. The more involved an individual was, the more likely he/she experienced an information overload, resulting in cognitive switching in general, and switching in the disagreement function in particular. Additional research may reveal that an increase in agreement function utilization is also probable. Other suggestions for future research include (1) more detailed examination of the think and question functions (2) examination of the attitudinal and behavioral consequences of utilization of the various cognitive switching functions.

THE EFFECT OF "STANDARD ENGLISH" AND "BLACK NONSTANDARD ENGLISH" DIALECTS ON LISTENERS' COMPREHENSION AND EVALUATION OF THE SPEAKER'S CREDIBILITY

YOST, Janice Barbara, Ed.D.
University of Georgia, 1977

Supervisor: Roy C. O'Donnell

PURPOSE: The primary purpose of this research was to quantify the effect that "Standard English" and "Black Nonstandard English" dialects had on listeners' comprehension and evaluation of the speaker's credibility. Ancillary foci concerned assessment of the relationships of credibility to comprehension, racial attitudes to credibility, and racial attitudes to comprehension.

METHOD: The subjects were 324 black and white, college or business school students. Subjects listened to either the "Standard English" or the "Black Nonstandard English" version of an informative speech which was tape recorded by a bidialectal speaker. After hearing the speech, subjects completed a comprehension test, scales evaluating the speaker's credibility, and scales assessing their racial attitudes.

RESULTS: Statistical analysis of the data produced the following results: 1) Black and white listeners who were exposed to the "Standard English" version of the speech had significantly greater comprehension than did blacks and whites who listened to the "Black Nonstandard English" version. 2) There was not a significant difference in male and female listeners' comprehension scores for either dialect version. 3) Whites who listened to the "Standard English" version rated the speaker significantly higher on the safety dimension of speaker credibility than did whites who listened to the "Black Nonstandard" version. There was not a significant difference in black listeners' ratings. 4) Blacks and whites who listened

to the "Standard English" version rated the speaker significantly higher on the qualification dimension of speaker credibility than did blacks and whites who listened to the "Black Nonstandard English" version. 5) There was not a significant difference in blacks and whites ratings of the speaker's dynamism of speaker credibility for the "Standard English" and "Black Nonstandard English" versions. 6) When ratings of the three dimensions of speaker credibility were totalled, blacks and whites who listened to the "Standard English" version rated the speaker's credibility significantly higher than did blacks and whites who listened to the "Black Nonstandard English" version. 7) There was not a significant correlation between listeners' comprehension scores and their ratings of the speaker's credibility on the safety, qualification, or dynamism dimensions for the "Standard English" and "Black Nonstandard English" versions. 8) There was one significant correlation between listeners' racial attitudes and their ratings of the speaker's credibility on the safety, qualification, or dynamism dimensions for the "Standard English" and "Black Nonstandard English" versions. A low, inverse correlation revealed that when listening to the "Standard English" version, whites whose racial attitudes indicated less prejudice toward black people tended to rate the speaker significantly higher on the dynamism dimension of speaker credibility. 9) There was not a significant correlation between listeners' racial attitudes and their comprehension scores for the "Standard English" and "Black Nonstandard English" versions.

CONCLUSION: When the message was presented in "Standard English," it was significantly more comprehensible and credible to black and white listeners than when it was presented in "Black Nonstandard English".

Order No. 77-29,819, 117 pages.

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